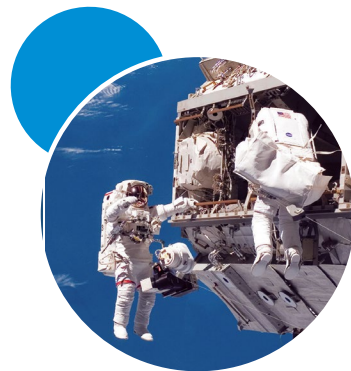
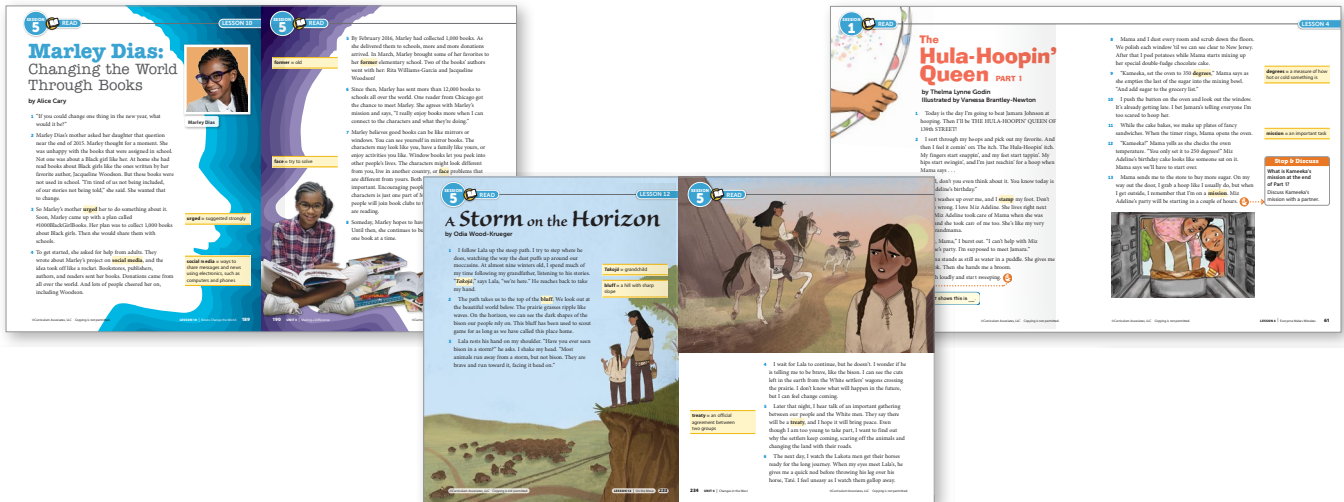


Build Knowledge and Excel in Reading Comprehension in Grades 3–5



Students Are Drawn to Grade-Level Learning with Diverse, Engaging Texts

The regular use of diverse texts in Grades 3–5 supports knowledge building and gets rave reviews from students! These texts act as both windows into new worlds and mirrors in which students see themselves.



Magnetic Reading's texts honor the cultures and experiences of all learners so everyone can participate equally in classroom activities.

Unit	Grade 3	Grade 4	Grade 5
1	Solving Problems	Facing Challenges	Overcoming Obstacles
2	Ocean Survival	Technology	Art in America
3	Making a Difference	Exploring	Earth's Water
4	Changes in the West	Traditions	Survival
5	Wild Weather	Sports	Underground Railroad
6	Artful Ideas	Humans and Energy	Communication

Key:

- Self and Others
- Sports, Leisure, and Arts
- Science
- Social Studies
- Literature

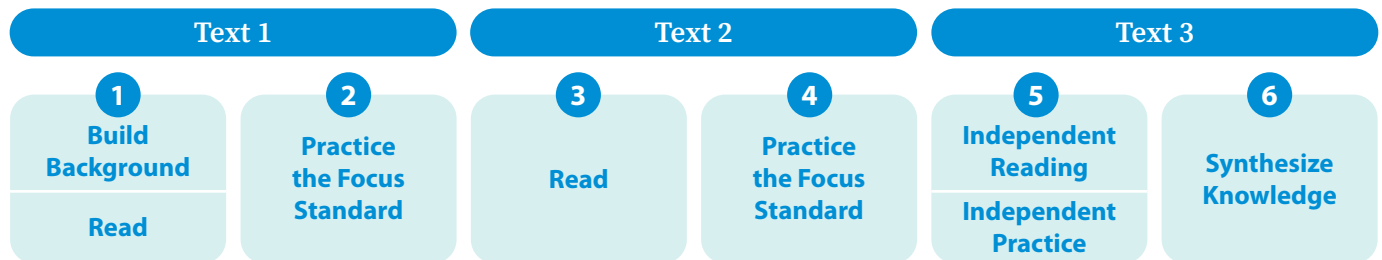


Lessons and Routines Build Comprehension Skills in Grades 3–5

The focus of the routines in *Magnetic Reading* is on comprehension and using text to teach the standards. Every lesson is carefully constructed to give students multiple opportunities to practice and apply comprehension skills to grade-level reading.

Focus Lessons

Each Focus Lesson targets a single literary or informational standard and builds knowledge on the lesson topic.

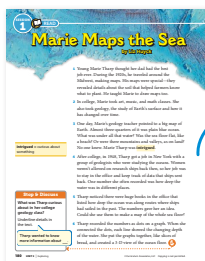


Connect It Lessons

The Connect It Lesson extends and synthesizes the knowledge build with a longer, culminating text and integrated review and practice of the unit’s focus standards.



Magnetic Reading includes routines to support standard instruction, vocabulary acquisition, and discussion.



Read/Think, Talk, Write Routine

Provides structure to all standards practice and background knowledge-building sessions

Make Inferences
An inference is an idea about the text that makes sense based on details in the text and what you already know.

What the Text Says	What I Know	Inference
"What was under all that water? Was it the sea floor, flat like a beach? Or were there mountains and valleys, as on land? No one knew. Marie Tharp was intrigued." (paragraph 3)	Asking questions is what you do when you are trying to learn something.	
"Young Marie Tharp thought her dad had the best job ever." "He taught Marie to draw maps too." (paragraph 1)		
"Women weren't allowed on research ships back then." (paragraph 4)		

Reread/Think
Reread "Marie Maps the Sea." Complete the chart to make inferences.

Read/Think, Talk, Write Routine
Read/Think: Reread the text and think about the question. Write: Write a paragraph about your response to the question. Talk: Share your paragraph with a partner. Discuss your inferences and the background knowledge you used to support them. Take turns sharing your thinking and then make changes to your chart if needed.

Respond to the Focus Question
How do people create maps of new places?
Reread/Think: Reread the text from this lesson to reread.
TEXT: _____
What did you learn from your text about how people create maps?

Talk: In a small group, first share your responses from Reread/Think.
WHAT WE LEARNED
Next, as a group, discuss how you would respond to this question: How do people create maps of new places?
Marie Tharp researched...
Stephen Bishop explored...
People use GPS...
Write: Think about how people create maps for new places. What would you do to create a map for your neighborhood or your school?

Respond to the Focus Question

Helps students understand and focus on the task of responding to multiple texts

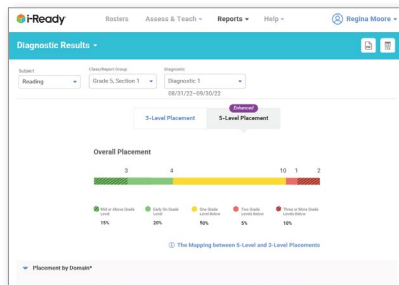
Compare and Connect Routine

Helps students solidify understanding by reflecting, comparing, and making connections between texts

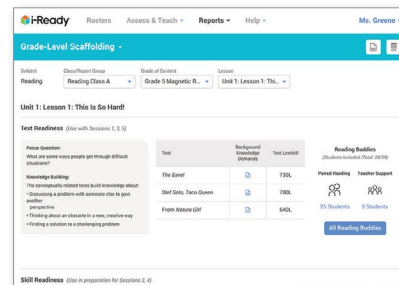
Pair *Magnetic Reading* with *i-Ready* to Lead Data-Informed Instruction

Use *i-Ready*'s Diagnostic Results report to gain a comprehensive picture of class and student performance based on data from each student's Diagnostic assessment.

The *i-Ready* Diagnostic empowers teachers to make data-driven instructional decisions.

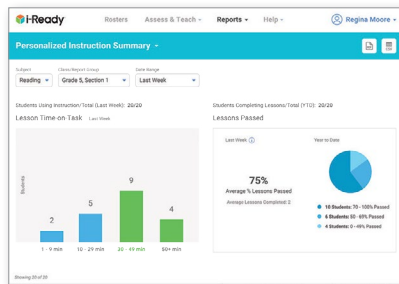


Review **Diagnostic Results** to see comprehensive data about student learning and growth across all Grades K–8 skills.

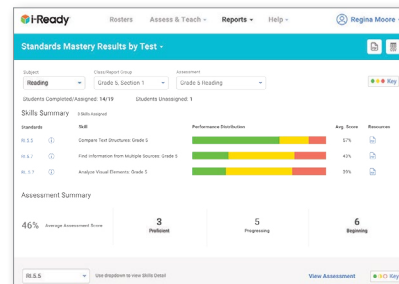


Consult the **Grade-Level Scaffolding** report before teaching each *Magnetic Reading* lesson to plan reading and standards-based instructional scaffolds with students' individual needs in mind.

i-Ready reporting gives teachers data to monitor student progress and mastery.



Personalized Instruction uses data from the Diagnostic to generate a tailored pathway of interactive lessons for each student. *i-Ready* reporting allows teachers to regularly track student progress and use that progress to inform classroom instructional decisions.



When given at regular intervals during the school year, **Standards Mastery** provides insight into the skills students struggle with and those they have mastered, providing ongoing data to inform planning for remediation and enrichment.

To learn more about *Magnetic Reading*, scan the QR code or visit MagneticReading.com/3-5.

